

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                               |
|---|------------------------------------|
| School name   | <b>Riverside Primary School</b>    |
| Number of pupils in school  | 420                                |
| Proportion (%) of pupil premium eligible pupils   | 13% (52)                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024/25 until 2026/27              |
| Date this statement was published   | December 2024                      |
| Date on which it will be reviewed   | July 2026                          |
| Statement authorised by   | Rachel Roberts<br>(Head of School) |
| Pupil premium lead  | Abbie Goode                        |
| Governor / Trustee lead   | Tricia Owen                        |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £ 69,900 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 69,900 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school and close the gap between pupil premium and non-pupil premium pupils.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- quality first teaching
- oral language, vocabulary and expectations.
- metacognition
- improved phonological skills
- providing first hand experiences and opportunities

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at Riverside Primary School is that all pupils, irrespective of background or the challenges they face, become independent, resilient and confident learners who embrace challenge and have high future ambition. This will enable them to be life-long successful learners who have the knowledge, skills and learning dispositions to succeed. At our school we pride ourselves on the holistic and academic approach to our curriculum. Children are provided with rich experiences, both in and outside the classroom, to ensure good progress and a life-long love of learning. Academic expectations are high of all pupils, and we believe that the most important factor in supporting all pupils, including those with disadvantage, to achieve their best outcomes is high-quality teaching and learning.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>Phonics -Internal and external assessments show disadvantaged pupils attain less well in the Y1 phonics check compared to non-disadvantaged pupils, impacting on their development as readers.</p> <p>Phonics screening in 2024 50% PP children passed compared to 75.5% non-PP</p> |

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| 2 | <p>Our internal and external assessments show some disadvantaged pupils attain less well in writing at the end of KS2, impacting on their development as writers across the curriculum.</p> <p>Data shows that in 2023/24 in year 6, 36% of children achieved ARE in writing compared to 86% non-PP</p> |
| 3 | <p>Our internal and external assessments show some disadvantaged pupils attain less well in reading at the end of KS2, impacting on their development as readers across the curriculum.</p> <p>Data shows that in 2023/24 in year 6, 63% of children achieved ARE in reading compared to 72% non-PP</p> |
| 4 | <p>Our wellbeing assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils.</p>   |
| 5 | <p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>Data shows that PA was at 27% for PP compared to 7% for non PP</p>   |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome  | Success criteria   |
|---|--|
| Improve communication, oral language and vocabulary for disadvantaged pupils. | <p>Teacher assessment of pupils' oral language demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school.</p> <p>External school improvement support verifies these findings in pupils' day to day learning.</p>   |
| To secure phonological skills from EYFS through to KS2.                       | <p>KS1 phonics assessment data reflects our ambition to reduce the attainment gap between disadvantaged pupils and we aim that all PP children should pass the Year 1 phonics test.</p> <p>We would like to see at least 70% of Year 1 Pupil Premium children pass the Phonics screening check at the end of</p> |

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|   | 2025 compared to 50% of Pupil Premium children passing in 2024, narrowing the gap by 20%.  |
| To improve reading comprehension, writing and maths standards through highly structured approaches and interventions. Ensuring that assessments are being used effectively to support the closing of gaps across all three areas. | At Riverside we aim to get more disadvantaged pupils working at age related expectations across reading, writing and maths.  |
| Children feel well supported with their emotional and social development.   | Our commitment to wellbeing / social / behaviour regulation support shows a reduction in the number of pupil premium pupils requiring this support   |
| To reduce the % of Persistently absent children within our PP cohort.   | Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.<br><br>Data shows that PA was at 27% for PP compared to 7% for non PP |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge.</i></p> <p><i>This will include professional development, instructional</i></p> | <p><a href="https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/phonics/">https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/phonics/</a></p> <p><a href="https://www.gov.uk/government/publications/the-readingframework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-readingframework-teaching-the-foundations-of-literacy</a></p> | 1                             |

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| <p><i>coaching and teacher release time working with external expertise from our English hub. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</i></p>   |  |    |
| <p><i>Develop reading comprehension skills through highly structured approaches and interventions. Children to be able to read widely and fluently across the curriculum. The teaching of reading relies on explicit teaching of 7 key reading skills (EEF research): Predict, Question, Clarify, Summarise, Vocabulary Strategies, Grammar and Activate Prior Knowledge. These strategies are modelled and practised in the classroom and during any intervention, as well as in class.</i></p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>   | 2  |
| <p><i>Develop writing skills through highly structured approaches and interventions. Teach writing composition strategies through modelling and supported practice. Develop pupils' transcription and sentence construction skills through extensive practice</i></p>  | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>   | 3. |
| <p><i>Children feel well supported with their emotional development. Emotion coaching CPD linked to our new behaviour policy and a consistent approach across the school.</i></p>  | <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a><br/>Emotion coaching based on the research of John and Julie Gottman 1990's</p>   | 4  |
| <p><i>To improve attendance for persistently absent disadvantaged pupils</i></p>   | <p>Macleod, S., Sharp, C., Bernardinelli, D., Skipp, A. and Higgins, S., 2015. Supporting the attainment of disadvantaged pupils: articulating success and good practice: Research report November 2015. Available at: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p> | 5  |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Language is a focus across the whole school for all pupils including PP children as part of QFT and the mastery approach.</p> <p>Teachers to help children develop as independent learners by scaffolding and modelling and then slowly withdrawing the support. Learning Scientist approaches are used to promote independence and retention.</p> <p>Disadvantaged pupils will be given the opportunity to practice language across the curriculum.</p>   | <p>Office for Standards in Education, Children’s Services and Skills (Ofsted) (2016) <i>Unknown children – destined for disadvantage?</i> Ofsted, Manchester. Endorses effectiveness of buying-in CPD and adjunct professional time, specifically speech and language therapists.</p> <p>School-employed SALT/specific S&amp;L training for whole staff: Dann, R (2016) <i>Understanding and enhancing pupils’ learning progress in schools in deprived communities.</i> <i>Education 3–13</i> 44(1):19–31.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>   | 1,2,3                         |
| <p>Reading interventions run by teachers or LSAs across the school. Support staff and class teachers support learning effectively – addressing misconceptions as soon as possible in preparation for lessons.</p> <p>Reading profiles help identify children who are fluent but are less secure with comprehension and inference, in KS2.</p> <p>Priority readers read every day to an adult in class</p> <p>Books purchased and given to identified PP pupils to support access to wide range of good quality texts.</p> | <p><a href="https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</a></p>   | 2,3                           |
| <p>Continued implantation of Little Wandle in the early years and KS1.</p> <p>1-1 phonics supporting focus PP pupils</p> <p>Spelling program introduced across KS2</p> <p>Targeted and swift interventions run throughout school to support children.</p> <p>Staff share good practise and new staff work alongside experienced colleagues.</p> <p>Research indicates that pedagogical awareness is a key component for successful teaching of reading and is</p>   | <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/abracadabra-abra-pilot">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/abracadabra-abra-pilot</a></p> <p>Nessy (2021) <i>Research evidence</i> [online]. Available from: <a href="https://www.nessy.com/uk/research-testimonials/research-evidence">https://www.nessy.com/uk/research-testimonials/research-evidence</a>. [Accessed 30/7/21.]</p> <p>Carbol, B. (2015) <i>Research into the efficacy of the Nessy learning program</i> [online]. Available from: <a href="https://www.nessy.com/uk/files/2020/05/Research-into-Efficacy-of-the-Nessy-Learning-program-2014-Dr-B-Carbol.pdf">https://www.nessy.com/uk/files/2020/05/Research-into-Efficacy-of-the-Nessy-Learning-program-2014-Dr-B-Carbol.pdf</a></p> <p>Niolaki, G., Vousden, J., Taylor, L. and Tarzynski-Bowles, L. (2020a) <i>An evaluation of a digital reading intervention for beginning readers.</i> Available at:</p> | 1,2                           |

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| <p>considered when organising groupings.</p> <p>KS2 to receive training in Little Wandle catch up phonics to enable them to support learners.</p>   | <p><a href="https://www.coventry.ac.uk/research/research-directories/current-projects/2018/an-evaluation-of-a-digital-reading-intervention-for-beginning-readers/">https://www.coventry.ac.uk/research/research-directories/current-projects/2018/an-evaluation-of-a-digital-reading-intervention-for-beginning-readers/</a> [Accessed 8/3/21.]</p> <p>Niolaki, G., Vousden, J., Terzopoulos, A., Taylor, L.M. and Masterson, J. (2020b) A linguistic awareness intervention targeting spelling and written expression in a 10-year-old dyslexic child. <i>Preschool &amp; Primary Education</i>.</p> <p>Vincent, K., (2020) Closing the gap: supporting literacy through a computer-assisted-reading-intervention. <i>Support for Learning</i>. 35(1), 68-82.</p> |     |
| <p>Phonic groups</p> <p>Intensive support in small groups and 1-1 with the aim to supporting pupils to catch up with their peers.</p>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>   | 1   |
| <p>Speech and language- Private speech and language therapist to work with individuals and small groups. Also providing CPD for all staff which is targeted and focussed on this area of identified need.</p> | <p>Office for Standards in Education, Children's Services and Skills (Ofsted) (2016) <i>Unknown children – destined for dis-advantage?</i> Ofsted, Manchester. Endorses effectiveness of buying-in CPD and adjunct pro-fessional time, specifically speech and language therapists. School-employed SALT/specific S&amp;L training for whole staff: Dann, R (2016) <i>Understanding and enhancing pupils' learning progress in schools in deprived communities</i>. <i>Education 3–13</i> 44(1):19–31.</p>   | 1,2 |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b>Forest Schools</b></p> <p>Forest schools will help support our wellbeing work for vulnerable pupils by helping them develop emotionally and socially as well as appreciating the outdoor environment.</p> | <p><i>Successful 'forest school' intervention: Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. Education 3–13 44(1):19–31.</i></p> <p><i>Slade, M., Lowery, C. and Bland, K.E.N., 2013. Evaluating the impact of Forest Schools: a collaboration between a university and a primary school. Support for Learning, 28(2), pp.66-72.</i></p> <p><i>O'Brien, L., 2009. Learning outdoors: the Forest School approach. Education 3–13, 37(1), pp.45-60.</i></p> | 4,5                           |

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|  | <i>Tiplady, L.S. and Menter, H., 2021. Forest School for wellbeing: an environment in which young people can ‘take what they need’. Journal of Adventure Education and Outdoor Learning, 21(2), pp.99-114.</i>   |     |
| <i>Relate counsellor<br/>1-1 support for wellbeing</i>   | <i>Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK.</i>  | 4   |
| <i>ELSA workers<br/>Early intervention through the school ELSA workers to support emotional wellbeing.</i> | <i>Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK.</i>  | 4   |
| <i>Character award</i>   | <i>Shain, F (2016) Succeeding against the odds: Can schools ‘compensate for society’? Education 3–13 44(1):8–18.<br/>(Effectiveness of ‘enrichment’ activities offering ‘middle class’ experiences to children who can’t access them through home)<br/><br/>Offering enriched curriculum: Dann, R (2016) Understanding and enhancing pupils’ learning progress in schools in deprived communities. Education 3–13 44(1):19–31.</i>   | 4,5 |
| <i>Other support e.g clubs, uniform, school trips, breakfast clubs and after school clubs</i>              | <i>Shain, F (2016) Succeeding against the odds: Can schools ‘compensate for society’? Education 3–13 44(1):8–18.<br/><br/>Copeland, J., 2019. A critical reflection on the reasoning behind, and effectiveness of, the application of the Pupil Premium Grant within primary schools. Management in Education, 33(2), pp.70-76.<br/><br/>Dann, R (2016) Understanding and enhancing pupils’ learning progress in schools in deprived communities. Education 3–13 44(1):19–31.<br/><br/>Watt, L. 2016. “Engaging Hard to Reach Families: Learning from Five ‘Outstanding’ Schools.” Education 3-13 44</i> | 4,5 |

**Total budgeted cost: £ 69,000**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Improve communication, oral language and vocabulary for disadvantaged pupils.

- 66% of PP children achieved on track in speaking at the end of EYFS in comparison to 81% non-PP
- 33% (1/3) of PP children achieved Good Level of Development in comparison to 53% (30/56) of non-PP.

Develop phonological skills from EYFS through to KS2.

- New Phonics System introduced 'little Wandle' across EYFS/Y1 which has supported children in developing a more secure understanding of phonics in the early years and Y1.
- End of year Phonics screening in 2024 recorded 50% PP children passed compared to 75.5% non-PP.
- Training for all staff during the INSET to support introduction of rapid catch-up Phonics across all year groups.

Develop reading comprehension skills through highly structured approaches and interventions. Children to be able to read widely and fluently across the curriculum. Stretch our more able disadvantaged pupils to reach greater depth.

- Greater depth % increased for PP children in Reading at end of 2024 – 27% achieved GDS compared to 36% non-PP.

Children feel well supported with their emotional development.

- Relate, ELSA and Forest School offered supported to 100% of PP children. All PP children accessed at least one of the three provisions across the year.

To improve attendance for disadvantaged pupils

- End of year attendance data for PP was 92% with PA 23%. A PA reduction of 4% from last academic year
- Additional Pastoral LSA support provided to children to support attendance at school through meet and greets in a morning

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*